



## Buist Academy

103 Calhoun Street  
Charleston, SC 29401

<b>Grades</b>	K-8 Elementary School	
<b>Enrollment</b>	404 Students	
<b>Principal</b>	Sallie L. Ballard	843-724-7750
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Toya Hampton Green	843-723-7831

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Excellent</b>
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Excellent

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

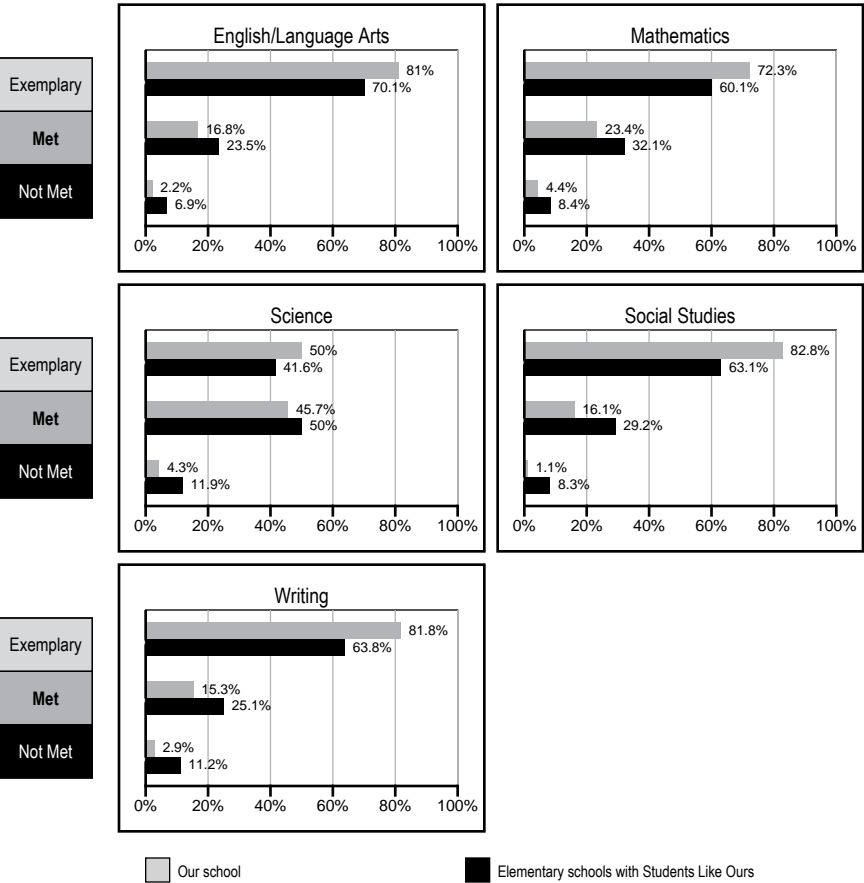
97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
14	1	0	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=404)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.3%	0.6%	1.9%
Attendance rate	97.2%	Down from 97.7%	97.2%	96.3%
Eligible for gifted and talented	69.6%	Down from 74.4%	33.7%	10.0%
With disabilities other than speech	1.7%	Down from 2.5%	4.1%	7.7%
Older than usual for grade	0.0%	No Change	0.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	80.6%	Down from 81.3%	67.7%	59.4%
Continuing contract teachers	93.5%	Up from 84.4%	85.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	78.9%	Down from 87.4%	85.4%	85.9%
Teacher attendance rate	93.2%	Up from 90.3%	95.5%	95.1%
Average teacher salary*	\$52,387	Up 3.3%	\$50,622	\$47,149
Professional development days/teacher	8.3 days	No Change	9.2 days	11.1 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	13.1 to 1	Down from 13.3 to 1	20.2 to 1	18.8 to 1
Prime instructional time	89.7%	Up from 87.1%	91.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,168	Up 3.9%	\$6,969	\$7,458
Percent of expenditures for instruction**	68.0%	Down from 68.3%	68.7%	68.8%
Percent of expenditures for teacher salaries**	66.2%	Up from 65.7%	65.0%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2008-2009 year began with our 2nd annual middle school Book Symposium featuring The Purple Hibiscus written by Chimamanda Ngozi Adichie. Parents of the seventh and eighth graders were encouraged to read the book as well. Buist was again able to use the Board Room at 75 Calhoun Street as the setting for the event. A panel of community leaders and college professors began the symposium with background information on Nigeria and their reactions to the families' trials and tribulations in the novel. Ten literary circles met to further discuss the book through the use of guiding questions. Parents, Academic Magnet High School alumni, and faculty led the discussions. Many more parents participated this year indicating a strong commitment to literacy by Buist families.

The six week reporting system for the primary grades grew to include the kindergarten classes. This allows the report cards to be in alignment with the Units of Inquiry for kindergarten through second grade. Each of the classes in the Primary Years Programme added more "Inquiry Nights" for families to share their children's learning.

Kindergarten through sixth grade students were divided up into six Houses and met on a monthly basis. Faculty, administrators, and staff joined Houses as well. The purpose of the Houses is to build collegiality throughout all grades. During the spring the seventh grade students were added to the House structure, thereby making the system complete for next year. Middle School students will assume leadership roles in each house. Teacher training for both the Primary Years Programme and the Middle Years Programme continued throughout the year. Three teachers were invited to become world-wide trainers for PYP. The final application for the MYP was submitted on June 1st.

Buist received an Excellent Absolute rating on the state report card for the elementary and middle schools. The Palmetto Gold Award was earned for continuing to make progress toward the state standards set for 2010. In addition, the school was recognized for the seventh consecutive year by the South Carolina Education Oversight Committee for continuing to close the achievement gap in historically underachieving groups of students. For federal Adequate Yearly Progress (AYP), the school met 100% of the objectives. Twenty of our eighth grade students qualified as Junior Scholars based on their PSAT scores. Four seventh grade students were recognized by the Duke Talent Identification Program. Middle school students again completed a minimum of 15 hours of community service during the school year. Eighth grade students who have gone beyond the minimum expectation will be given cords to wear at Commencement. Beta Club remained active with their school-wide food drive in December to benefit Crisis Ministries. "Popsicles for PASS" provided support to the Jenkins Orphanage. Two book drives were held by younger students during the year to provide books for children to take home at Chicora Elementary and James Simons Elementary.

Parent support and involvement remained high in the school. The Parent Teacher Association held a successful fall festival for the children. The PTA continued to support classrooms with additional funds for supplies. The Buist Foundation added eight more Smart Boards thereby completing all classrooms. The year ended with the Fifth Grade Exhibition which is the culmination of their six years in PYP.

Sallie L. Ballard, Principal

Betsy Van Pelt, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	44	47
Percent satisfied with learning environment	100.0%	90.9%	95.7%
Percent satisfied with social and physical environment	100.0%	88.4%	91.5%
Percent satisfied with school-home relations	100.0%	95.5%	93.6%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	94.0%*	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	285	100	1.1	15.7	83.3	100	84.9	82.8	Yes	Yes
Gender										
Male	114	100	1.8	19.6	78.6	100	81.8	79.3	N/A	N/A
Female	171	100	0.6	13	86.4	100	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	208	100	0.5	13.2	86.3	100	95.8	89.5	Yes	Yes
African American	60	100	3.4	27.1	69.5	100	74.8	73.7	Yes	Yes
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	96.4	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	94	82.5	I/S	I/S
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	25	100	4	24	72	100	74.9	75.5	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	285	100	2.1	21.7	76.2	99.3	81	78.9	Yes	Yes
Gender										
Male	114	100	0.9	18.8	80.4	99.1	79.3	77	N/A	N/A
Female	171	100	3	23.7	73.4	99.4	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	208	100	1	16.6	82.4	99.5	94.6	87.2	Yes	Yes
African American	60	100	5.1	42.4	52.5	100	67.9	66.7	Yes	Yes
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	94.6	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	92	79.5	I/S	I/S
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	25	100	4	48	48	100	69.2	70.2	I/S	I/S

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	192	100	3.2	36.2	60.6	96.8	68.9	67.5
<b>Gender</b>								
Male	77	100	2.7	32	65.3	97.3	68.2	67
Female	115	100	3.5	38.9	57.5	96.5	69.6	68
<b>Racial/Ethnic Group</b>								
White	140	100	1.5	29.2	69.3	98.5	90.4	79.5
African American	43	100	7.1	64.3	28.6	92.9	48.1	50.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84.4	71.2
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	36.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	58.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	15	100	13.3	73.3	13.3	86.7	50.2	55.1

**Social Studies**

All Students	193	100	1.1	16.8	82.1	98.9	76.8	72.3
<b>Gender</b>								
Male	74	100	1.4	15.3	83.3	98.6	75.3	71.5
Female	119	100	0.8	17.8	81.4	99.2	78.4	73.2
<b>Racial/Ethnic Group</b>								
White	143	100	0.7	12.8	86.5	99.3	91.5	80.7
African American	37	100	2.8	36.1	61.1	97.2	62.7	60
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	89.5	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.9	72.2
<b>Disability Status</b>								
Disabled	6	I/S	I/S	I/S	I/S	I/S	46.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	17	100	5.9	29.4	64.7	94.1	64	62.1

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	285	100	2.5	15.3	82.2	97.5	74.1	70.2	97.2	96
Gender										
Male	114	100	5.4	19.6	75	94.6	67.8	63.2	97.1	95.9
Female	171	100	0.6	12.4	87	99.4	80.6	77.5	97.2	96.1
Racial/Ethnic Group										
White	208	100	2.4	13.2	84.4	97.6	90.4	79.1	97	95.9
African American	60	100	3.4	23.7	72.9	96.6	59.2	57.6	97.8	96
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	89.9	86.2	96.9	97
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.1	62.6	95.6	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	84	68.7	95.3	95.8
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	29.6	26.1	97.8	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	60.2	61.2	96.4	96.5
Socio-Economic Status										
Subsidized meals	25	100	8	16	76	92	59.1	58.9	97.4	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	39	100	N/AV	N/AV	N/AV	100
	4	51	100	4.2	16.7	79.2	95.8
	5	50	100	2	16	82	98
	6	48	100	N/AV	N/AV	N/AV	100
	7	49	100	N/AV	N/AV	N/AV	100
	8	48	100	N/AV	N/AV	N/AV	100
Mathematics							
2009	3	39	100	5.1	28.2	66.7	94.9
	4	51	100	4.2	10.4	85.4	95.8
	5	50	100	4	32	64	96
	6	48	100	N/AV	N/AV	N/AV	100
	7	49	100	N/AV	N/AV	N/AV	100
	8	48	100	N/AV	N/AV	N/AV	100
Science							
2009	3	19	100	10.5	47.4	42.1	89.5
	4	51	100	4.2	39.6	56.3	95.8
	5	25	100	N/AV	N/AV	N/AV	100
	6	24	100	N/AV	N/AV	N/AV	100
	7	49	100	N/AV	N/AV	N/AV	100
	8	24	100	8.7	13	78.3	91.3
Social Studies							
2009	3	20	100	N/AV	N/AV	N/AV	100
	4	51	100	2.1	16.7	81.3	97.9
	5	25	100	N/AV	N/AV	N/AV	100
	6	24	100	N/AV	N/AV	N/AV	100
	7	49	100	2	12.2	85.7	98
	8	24	100	N/AV	N/AV	N/AV	100
Writing							
2009	3	39	100	5.1	15.4	79.5	94.9
	4	51	100	4.2	8.3	87.5	95.8
	5	50	100	N/AV	N/AV	N/AV	100
	6	48	100	2.1	22.9	75	97.9
	7	49	100	4.1	8.2	87.8	95.9
	8	48	100	N/AV	N/AV	N/AV	100

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